

Name _____ Date _____ Teacher _____

Grade 4 Module 3 Mid-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

Module 3: Mid-Module Assessment								
Domain				Standards				
Question	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	4.OA.1	4.OA.2	4.OA.3	4.NBT.5	4.MD.3
1		1 2 3 4					X	
2		1 2 3 4					X	
3	1 2 3 4			X	X	X		
4	1 2 3 4	1 2 3 4		X		X	X	
5 a, b, c			1 2 3 4					X
5 a, d	1 2 3 4			X	X	X		

Domain Score	Operations and Algebraic Thinking		Number and Operations in Base Ten		Measurement and Data	
Total Points						
Level	4	11-12 pts.	4	11-12 pts.	4	4 pts.
	3	8-10 pts.	3	8-10 pts.	3	3 pts.
	2	5-7 pts.	2	5-7 pts.	2	2 pts.
	1	3-4 pts.	1	3-4 pts.	1	1 pt.

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Grade 4 Module 3 Mid-Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A-D) Clusters and Standards Addressed

Use the four operations with whole numbers to solve problems.

- 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- 4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*